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ABSTRACT

This content analysis schedule for the Colorado City Center to Aid Bilingual Education presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include additional information on suggested instructional materials and community and parent involvement. (SK)

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Bilingual Education Applied Research Unit
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CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE UNVERIFIED

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design		✓	
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 385

UNVERIFIED

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Vlad Zajic - M.S.Shore Date July, 72

0.2 Name of Project Colorado City Center to Aid Bilingual Education

0.3 Address of Project Colorado City Independent School District

0.4 Colorado City, Texas 79512

0.5 25

.05 STATE

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	(25)-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
(07 - 1970)
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 n.a.

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 n.a.

2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.4 na

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:

2.6 2

0.3 Address of Project: Colorado City Independent School District

0.4 Colorado City, Texas 79512

.05 STATE — 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	(25)-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
(07 - 1970)
17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 0

2.2 Year prior funding began — 2.2 n.a.

2.3 Prior bilingual program involved: — 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 na
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 1

2.6 Concurrent program cooperating with Title VII involves: — 2.6 2
1-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: — 2.7 1,2,4,5
(1)-local (4)-federal (specify) ns
(2)-state (5)-other (specify) ns
3-university 6-foundation support

2.8 Total Title VII grant (first year only) — 2.8 $59,343

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) — 2.9 $12,340

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: — 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

✓1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 60
B. Second year B 213
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
(K) Kndgtn	3

PSK 88 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	____
8-grade 8	____
9-grade 9	____

B ____ TOTAL students gr. 7-9

4.3 PSK 88
A 125
B ____
C ____

Grade	Number of Classes
(1)-grade 1	5
2-grade 2	____
3-grade 3	____
4-grade 4	____
5-grade 5	____
6-grade 6	____

A 125 TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	____
11-grade 11	____
12-grade 12	____

C ____ TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 3
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 109 M.A.	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT

I Total Non-English Dominant: 109

II Total English Dominant: 104

5.0		No.	%
NE dom N-EMT	I	109	51
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	104	49
Total E-Dom II= II_1 + II_2		104	49

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	3
PSK 88 TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	

4.3 PSK 88 A 125 B C

1-grade 1	5
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 125 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 4.4 3

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 109 M.A.	II$_2$ E-Dom - EMT: 104
2. Total English Mother-Tongue		

5.0		No.	%
NE dom N-EMT	I	109	51
E dom NEMT	II$_1$	....	...
E-Dom EMT	II$_2$	104	49
Total E-Dom II= II$_1$ + II$_2$		104	49

I Total Non-English Dominant: 109

II Total English Dominant: 104

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	109	51 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		109	51 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1	..... %	.....
E2	E2	..... %	.....
II TOTAL number of EIT students other than target population	104	49 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.**

5.4 .....

Dominant language	(specify) Different Native Language	Number	Per Cent	
1-English	Spanish	N.S.	N.S.	(inf.)
2-Spanish	.....	.....	.....	

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students		Number of students Bilingual to any extent		
Number		%	not spec.	No. %	not spec.	only listening comprehension No. %	speaking ability No. %
E 104	English	49	✓	....	.....	....	....
A	American						

B1 Mexican-American	B1 109	51 %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	109	51 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1	..... %	.....
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	104	49 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 .....

Dominant language	(specify) Different Native Language	Number	Per Cent	
1-English	Spanish	N.S.	N.S.	(inf.)
2-Spanish	.....	.....	.....	

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent					
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%	
E	104	English	49	✓								
A	----	American Indian										
A1	----	Navajo										
A2	----	Cherokee										
A3	----	Keresan										
A4	----	Other (spec.)										
B	109	Spanish	51	✓				109	100			inf. p. 14 Cont.
C	----	Portuguese										
D	----	French										
F	----	Chinese										
G	----	Eskimo										
H	----	Russian										
J	----	Other (spec.)										

5.6 Recruitment of Students: 5.6 4
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of Indian pupils in project area: see Chart C 5.7 ns
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb 100 %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. almost 100% p.14
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 2%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I ns
II ns

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C __ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A ✓
B ✓
C .....

USE NON-ENGLISH LANG. USE ENGLISH

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb 100 %
4 - rural, farm ..... %
5 - other (specify)
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. almost 100% p.14
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 2%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I ns
II ns

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A ✓
B ✓
C .....

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home *	always	always						
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood	always	always						
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

* inferred p14

6.4 If not included in survey, how was student's language dominance determined? 6.4 I ns II ns

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3 Cp 9
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) interviews - 95% positive attitude

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 ng
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✔ Language dominance not specified
2. ✔ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 na

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 na

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 na

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) interviews - 95% positive attitude — 6.9 3 Cp 9

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 na

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual
I	N E Dom. NEMT	N=	N=
II	E Dom EMT	N=	N=
II_1	E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 9

Total Number of Teachers
N 9

Cp 4

7.1

		No.	%
I	A	ns	
I	B		
II	A		
II	B		
II_1	A		
II_1	B		
A		0	0
B		9	100
N		9	

Cp 51

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom N-EMT		

7.2	No.	%
I A	—	NS
I B	—	—
II A	—	—
II B	—	—
II A	—	—
II B	—	—
A	0	0
B	4	100
N	4	

Cp51

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	4	4

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply) Cp51

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

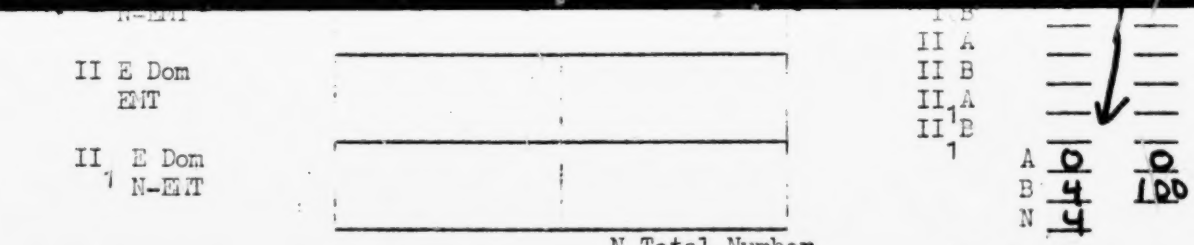
0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply) Cp51

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by



A Total Number Monolingual: 0

B Total Number Bilingual: 4

N Total Number of aides or paraprofessionals: 4

Cp51

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2 Cp51

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2 Cp51

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
NS			*MA	2	50	*Anglo	MA	1	100

p53

0-not specified

* p52 p49

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. N.S. % N.S.

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A N.S. B 4 =

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 4, 9 no.'s 9

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ✓ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ✓ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach N-EMT
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify travel

8.0 STAFF DEVELOPMENT

8.1 A 7
B N.S.

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	✓	✓
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

inf. p. 73 Cont.

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 4,7 no.'s 9

n.s.-qualifications not spcified
0-previous courses not specified
1.___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like com-
4.✓ previous teaching in local area/live in the community petence
5.___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6.___ courses in N-E literature/ or literacy in Spanish
7.✓ must be bilingual
8.___ any previous education through N-EMT/content of courses learned through
9.___ courses in teaching ESL/audio lingual approach N-EMT
10.___ courses in methods of teaching N-EMT language/language development
11.___ courses in methods of teaching content (e.g. math)in N-EMT
12.___ certification in ESL/or experience teaching ESL
13.___ certification in teaching N-EMT
14.___ cross cultural courses
15.___ courses in the cultural heritage, values, deep culture of N-EMT or
16.___ other qualifications, specify travel

8.0 STAFF DEVELOPMENT

8.1 A 7
B n.s.

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	✓	✓
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

inf. p. 73 Cont.

7 oral Spanish development

8.2 Stated goals of teacher training are: 8.2 I 7 II 7

	Students I N-EMT	II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of	✓	✓
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		

List specific courses if given (or Xerox and attach)

see Xerox facing P. 17a

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,9

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)
9-visits to other bilingual projects

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? work harmoniously with teacher cp51
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A ns B ns

(mark all that apply)	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %)
1-bilingual 1 ns ___
2-bicultural 2 ns ___
3-N-EHT (specify background) 3 ns ___

8.9 Training is provided: 8.9 1
1-during a summer session
2-during the academic year cp39
3-other (specify) In service session in Aug.

8.10 Extent of training: 8.10 A ns

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) not specified

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ___
6 ___
7 ↓

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) 1 / 100
are if specified descriptively, indicate:

ais for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? work harmoniously with teacher
6-liaison with parents

cp51

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A ns, B ns

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	1 ns	___
2-bicultural	2 ns	___
3-N-EMT (specify background)	3 ns	___

8.9 Training is provided: — 8.9 1
1-during a summer session
2-during the academic year
3-other (specify)

cp39
In service session in Aug.

8.10 Extent of training: — 8.10 A ns, B 5 6 7

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) not specified

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 1, % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 0
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1

10.2 1,4

10.3 Average number of pupils per class:
0-not specified

10.3 N.S.

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 N.S.

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class
0-not specified

10.5 N.S.

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
✓0-not specified

by: 3-teacher
4-special remedial teacher
(5)-paraprofessional
(6)-parent tutor — Inf.
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 5, 6

p. 15, 20 Cmt.

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	✓	✓	✓
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 1
II 1
II$_1$ 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

10.3 Average number of pupils per class: 10.3 N.S.
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 N.S.
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class: 10.5 N.S.
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 5, 6

1-individually
2-in small groups
✓0-not specified

by: 3-teacher
4-special remedial teacher
(5)-paraprofessional
(6)-parent tutor — Inf.
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

p. 15, 20 Cnd.

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	✓	✓	✓
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I 1
II 1
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 = —

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K
code: C= N.A. (if no EMT) II N.S.
II_1 N.S.

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	...	...	✓	...	...	...	...	...	...	...	...	...	...	...	...
II E DOM	N.S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
II_1 E DOM/NEMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM	...	...	...	✓	...	...	...	...
II E-DOM - EMT	...	...	...	✓	...	...	...	...
III E-DOM/NEMT	...	...	...	✓	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4
I_2 4
II 4

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 NS
II NS

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
II_2 N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

See schedules for K and 1 attached XEROX 10a-b

code: O=not specified m=math s = science ss = social studies
LA = dominant language arts

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~Pre~~K	NS		NS	~~Pre~~ K NS
1	max of 185	355	LA, M, S, SS	1 50% max.
2				2
3				3
4		M, S, SS taught in both		4
5		English and Spanish		5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day	Total Min. per	11.11 Subjects taught	11.12 % of time per day of

11.5 Second language learning for English dominant students is projected through grade: 11.5 I2 NS II NS

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ih N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

See schedules for K and 1 attached XEROX 10a-b

code: O=not specified m=math s = science ss = social studies LA = dominant language arts

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~Pre~~K	NS		NS	~~Pre~~ K NS
1	max of 185	355	LA, M, S, SS	1 50% max.
2				2
3				3
4		M, S, & SS taught in both		4
5		English and Spanish		5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
~~Pre~~K	NS			~~Pre~~ K NS see schedules
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

10a

TENTATIVE GRADE ONE DAILY SCHEDULE

1971-72

	8:00-8:25	Breakfast 25 min
	8:25-8:45	Opportunity time 20 min
60 min	8:45-9:45	Language Arts (Dominant Language) Phonics-Reading-Language Usage
	9:45-10:15	Physical Education 30 min
30 min	10:15-10:45	Numbers and Math Concepts (E & S)*
15 min	10:45-11:00	Listening time (Story, records, tapes and training) (E & S)
	11:00-11:30	Lunch 30 min
20 min	11:30-11:50	Supervised play & games (E & S)
	11:50-12:25	Oral Second Language 35 min
30 min	12:25-12:55	Science, Health and Safety (E & S)
	12:55-1:25	Cursive Writing 30 min
30min	1:25-1:55	Music and/or Social Studies (E & S)
	1:55-2:25	Art 30 min
	2:25-2:30	Prepare for dismissal
	2:30-----	Students waiting for buses may stay for creative play.
185 min		

* E & S--English and Spanish

Total- 6 hours
(355 min)

10b

PROPOSED KINDERGARTEN SCHEDULE

1971-72

8:10-8:30	Breakfast
8:30-9:00	Opportunity Time
9:00-9:20	Language Development
9:20-9:35	Rhythm, P. E. (Field trips)
9:35-10:00	Free play outside (climbing, walking, running)
10:00-10:15	Cultural Activity (including community workers, services of others, etc.)
10:15-10:30	Story time
10:30-11:00	Center play (including home, woodworking, manipulative, etc., centers.)
11:00-11:10	Health-Preparation for lunch.
11:10-11:50	Lunch and free play
11:50-12:00	Brush teeth and straighten room.
12:00-1:00	Rest (Music, listening)
1:00-1:30	Language development
1:30-2:00	Art and/or rhythm
2:00-2:15	Listening and Science activities
2:15-2:30	Prepare for dismissal
2:30-----	Students waiting for buses may stay for creative play.

11.13 2

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language C p. 18
0-no English Mother tongue students

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in native lang.	11.16 % of time per day of instruction through N-EMT
~~Pre~~K	N.S			~~Pre~~ K N.S.
1				1 approx 50%
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

see Sched. attached

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
(8)-other (summarize)
6 activities conducted in both Spanish and English

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in native lang.	% of time per day of instruction through N-EMT
~~Pre~~K	NS			~~Pre~~ K NS
1				1 approx 50%
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

see Sched. attached

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
(8)-other (summarize)
6 activities conducted in both Spanish and English

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: — 13.1 IB 1 IIB 1

1-concurrently with dominant language listening-speaking skills	1	1
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—	—
3-a specified period of time after listening-speaking skills in dominant language taught	—	—
4-before any specified level of listening-speaking competence achieved in dominant language	—	—

13.2 ALM sequence followed: — 13.2 IA 1 IB 1 IIA 1 IIB 1

1-Listening-speaking proficiency precedes introduction of reading	1	1	1	1
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency — 13.3 IA 1 IB

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills		1		1
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—
4-before any specified level of listening-speaking competence achieved in dominant language		—		—

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

1-Listening-speaking proficiency precedes introduction of reading	1	1	1	1
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA 1
IIB 1

1-measure of listening-speaking proficiency PPVT	1	1	1	1
2-informal assessment by teacher	—	—	—	—

13.4 Second language reading skills are learned:

13.4 IB 1
IIB 1

1-concurrently with learning to read in dominant language		1		1
2-after a specified level of dominant language reading competence achievement		—		—
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—
4-before learning to read in dominant language		—		—

C p.33,35

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA 1
1	1	1	1	1	IB 1
2	___	___	___	___	IIA 1
3	___	___	___	___	IIB 1
13.6 Reading readiness is determined by: 1-test of reading readiness	1	1	1	1	13.6 IA 1
2-informal teacher assessment	___	___	___	___	IB 1
C p. 31, 32					IIA 1
					IIB 1
13.7 Grade level reading is expected: 1-in first grade	1	1	1	1	13.7 IA 1
2-in second grade	___	___	___	___	IB 1
C p. 31, 35 3-in third grade	___	___	___	___	IIA 1
4-in fourth grade	___	___	___	___	IIB 1
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB N S IIB N S

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 5 II 2, 5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive		

3 ___ ___ ___ ___

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

C p. 31, 32

1	1	1	1	13.6 IA 1
___	___	___	___	IB 1
				IIA 1
				IIB 1

13.7 Grade level reading is expected:

C p. 31, 35

1-in first grade	1	1	1	1	13.7 IA 1
2-in second grade	___	___	___	___	IB 1
3-in third grade	___	___	___	___	IIA 1
4-in fourth grade	___	___	___	___	IIB 1
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB N S
IIB N S

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 5
II 2, 5

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	___	___
5-Different academic content is taught in the second language from that which is taught in the native language.	✓	✓
0-not specified	___	___
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		15.0 IA ___
	Non Eng. dom. students		Eng. dom. students		IB ___
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIA ___
					IIB ___
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—	
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—	
3-Other (specify)	—	—	—	—	
0-Not specified	—	—	—	—	

" allows for failure; recognizes limitations without reproof "

16.0 MATERIALS C. p. 38

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	___	___	___	___
2-Basal readers	✓	—	✓	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	N.S.	N.S.
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
(3)-choral repetition	✓	✓
(4)-songs	✓	✓
5-programmed instruction	—	—
(6)-stories read to children	✓	✓
AUDIO VISUAL AIDES		
(7)-films, filmstrips	✓	✓
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
(10)-records, tapes	✓	✓

control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

" allows for failure; recognizes limitations without reproof "

16.0 MATERIALS C. p. 38

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	___	___	___	___
2-Basal readers	✓	—	✓	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	N.S.	N.S.
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
(3)-choral repetition	✓	✓
(4)-songs	✓	✓
5-programmed instruction	—	—
(6)-stories read to children	✓	✓
AUDIO VISUAL AIDES		
(7)-films, filmstrips	✓	✓
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
(10)-records, tapes	✓	✓
11-listening centers	—	—
12-multi-media approach	—	—
Experiential:		
(13)-role playing	✓	✓
(14)-puppetry	✓	✓
15-experience charts	—	—
16-primary typewriter	—	—
(17)-learning through direct experience with materials e.g. Montessori	✓	✓
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	—	—
21-suggested TV programs	—	—
22-other (specify)	—	—

16.4 The sources of Non-English materials and textbooks are: 16.4 1,2,9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

Cp 23,38

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document p44C, 23-24 p "suggested materials" 15a-15c

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 1A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age	X	X	X
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document p44C 23-24 p "suggested materials" 15a-15c

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 2
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 1A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II Eng dom NEMT
0-not specified			
1-by age	X	X	X
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 0
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

15 a

16.5 SUGGESTED MATERIALS

To be added for grade one:

Preparandose Para Leer	1 Set
Mis Primeras Letras (Mexico)	30 copies
Rosita y Panchito	10 copies
Mi Libro Majico	30 copies
Arithmetic (Spanish version of Addison-Wesley book)	30 copies
La Ciencia	30 copies
Cat in the Hat Beginning Dictionary in Spanish	15 copies
Field Enterprises Social Studies Kit (El Paso Spanish adaptation of questions)	1 Set
Peabody Language Development Kit	1

Resource Materials

Hupp, Loretta B., Let's Play Games in Spanish National Textbook Corp. 1958 — 1

----------Mother Goose on the Rio Grande Banks, Upshaw and Co. Dallas, 1962 — 1

Children's Songs of Mexico, (record and 2 filmstrips) Bowman Records — 1

Sing and Speak Spanish by Margit MacRae, Houghton-Mifflin (Vowel and consonant sounds) — Albums 1 and 2

Continuation

15 b

I. Materials to be used

Kindergarten-Instruction Component Materials, other than those in the performance objectives are specified by type except for a few specific items which have already been identified. Some modifications are to be expected after further study is made by director and staff. New materials which appear to be useful will be tried on a limited basis.

Blocks
Boards (small)
Balls

Clay (Plasticene)
Crayons
Comb and Brush sets
Construction materials
Charts

Dolls
Dress-Up clothes (adult)

Flannelboards
Fingerpaint
Foods and Food Charts

Household Items
Human Development (Palomares)

Manipulative Mirrors
toys
Math materials
(cuisenaire rods)

Perceptual materials
(Frosting and others)
Paper (Art, construction)
Paint, poster
Paint brushes
Puzzles

Records
Rhythm band instruments

Scissors

Tapes (Prepared and
blank)
Telephones
Tool Sets
Toys

Materials Component will also include study of:

Language Masters and cards
Books (picture, story, rhyme, etc. - not texts)
Language Development Kits
Addison-Wesley (Spanish) Pre-school Math Program
Holt-Rinehart-Winston's Children's World
Houghton Mifflin's Beginning English
American Book Company (Bumpass) Pepe and Bing
Bowmar Publishers - Para Chiquitines
and Children's Songs from Mexico

15c

Staff Development Component

A small professional library will be provided for the staff including:

Kratwhol, Taxonomy of Educational Objectives II.
Bloom Taxomony of Educational Objectives I.
Sanders, Norris, Classroom Questions, What Kind.
Bumpass, Faye, Teaching English to Young Children.
Ainsworth, L. S. (ed.) Teachers and Counselors for Mexican Americans.
Dinkmeyer and Driekers, Encouraging Children to Learn
Zintz, Miles, What Teachers Should Know About Bilingual Education.

Community and Parental Development Component

Materials will be for dessiminators as well as instructors and for enabling parents to assist the children.

Lumber (for balance beams and toys)
Cloth (for puppets and doll clothes)
Zippers, buttons, hooks and ribbons (for manipulative items)
Cassette tape recorders (for home language practice)
Tapes (Casette)
Camera, Instamatic type (for slides
Film

18.3 Parent tutoring: (mark all that apply) 18.3 N.S.
no-not mentioned
0-type not specified alt: 4
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned 20.1 1
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 4,5

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

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20.1 1

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2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document: C. p. 27-28 attached
xerox 16 a-b

20.2 Cognitive development in later grades (grade 4 and above)

20.2 0

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

20.1 Cognitive development

16a

BILINGUAL PROCEDURES

E. PROGRAM OBJECTIVES: Develop basic concepts and visual motor skills appropriate to the child's age level.

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE Spanish and English

C. GRADE LEVEL Kindergarten D. NO. OF PARTICIPANTS 80 children E. PRODUCT

E. PROGRAM OBJECTIVES: See above.

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date.
1.5 The child will demonstrate concept development and improvement in cognitive thinking as reflected by the test of Basic Experience. Concepts should reflect 20% improvement from pre to post test means of TOBE.	September March	Evaluator	Sample 1/3 enrollment, report by group means.
1.6 The child will show progressive improvement in visual-motor skills as reflected in the amount of time needed to do such things as work a puzzle, string giant beads, assemble a tinker toy, and build with blocks. A time graph of such activities will be kept for a specified activity. 90% of the children sampled will show an increase in their ability to perform visual-motor skill activities by reducing the time required to complete the following by 1/4 of the original time. a. Stack a 6 block pyramid. b. String 15 giant beads. c. Work a 12 piece puzzle.	August Intermittently to May	Teachers and Aides	Time graphs will be kept for each child sampled and reported to the Director. Director will chart means. Plans will be submitted to Director for condensation and printing into general guides.

20.1 Cognitive development

BILINGUAL PROCEDURES

A. COMPONENT NAME ~~Materials Development~~ Instruction B. DOMINANT LANGUAGE Spanish and English

C. GRADE LEVEL Kindergarten D. NO. OF PARTICIPANTS 60 PROCESS E. PROGRAM OBJECTIVES: See previous

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of measurement	Person(s) Responsible	Data collecting and reporting, including due date
I.5 The teacher and aide, working with small groups, will engage the children in discussions in which critical thinking and sequential relationships are elicited in both languages.	September December April	Director and Evaluator	Teachers will report the types of activities which seem to be most productive.
I.6 The teacher and aide will work with individual children in developing visual-motor skills as ie children use manipulative objects in structured and unstructured periods of the day.	September January	Director and Evaluator	The teacher will indicate the material with which children have been successful at early, mid and late year.

21.0 SELF-ESTEEM 21.0 4, 6, 11

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings: See xerox 17 a-b
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
(4)-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
(6)-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
(11)-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2 (inf.)

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

See xerox attached 18a

21.0 Self-esteem

BILINGUAL PROCEDURES

PROGRAM OBJECTIVES: The staff will develop and utilize a repertoire of positive reinforcing techniques aimed at enhancing pupils self-concept and success orientation.

A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE Spanish and English

C. LEVEL Staff D. NO. OF PARTICIPANTS 8 PRODUCT E. PROGRAM OBJECTIVES: See above

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency of measurement	Person(s) Responsible	Data collecting and reporting, Inculding due date
3.1 Each staff member will have developed a variety of positive reinforcing techniques and demonstrate numerous uses of such techniques daily including: A. Feedback: Teachers will repeat information and will have pupils repeat information provided by individuals. B. Praise: Teachers will verbally encourage extended oral response by praise for statements made. C. Peer reinforcement: Teacher will ask for pupils approval of individual activity. D. Indirect approval: Teachers will post examples of children's work.	August, January and April	Director	By January (and again by April) each staff member should supply at least 5 specific instances wherein positive reinforcement shall be noted in lesson plans submitted for a given week

21.0 Self-esteem

	E. Respect for child's choice: Use of books or items which children have chosen.		
	F. Acceptance of group goals: Allow group to assist in making choices.		
	G. Recognition: Recognize effort and job well done.		
	H. Values child: Show satisfaction with child as he usually presents himself.		
	I. Allows for failure: Recognizes limitations without reproof.		

3.2	Staff members will be able to differentiate approaches utilized in other bilingual programs in order to select activity for this effort.	Individual visits- November April	Director	Brief resume of visit to another program to be filed.
3.3	Staff members will be able to differentiate and use different oral language activities for Spanish.	August	Evaluator	Workshop; post-test

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 3
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 N.S.
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

(23.1)

BILINGUAL PROCEDURES

A. COMPONENT NAME Community and Parent Involvement B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL Kindergarten

D. NO. OF PARTICIPANTS Parents of 60 children P R O C E S S E. PROGRAM OBJECTIVES:

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Date Collecting and reporting, including due date
4.1 Teachers will recommend to the project director (after consultation with parents) those parents who would be able to serve on an advisory committee. Advisory committee will visit school, discuss program and make suggestions.	September January May	Evaluator	Will review log and discuss report from committee with director
4.2 Teachers will invite parents to visit on specific days and will send a letter (in both English and Spanish) to specific parents requesting construction or other assistance.	Monthly	Evaluator	Review of monthly director report will reflect activity.
4.3 Director or Assistant Superintendent will request specific assistance from service clubs.	Intermittently	Evaluator	Review of monthly report will reflect activity
4.4 Teachers will send home a practice tape with instructions and a blank tape. Each family will record dialogue (in English or Spanish) for pupil practice and will be asked to supply rhymes, games or songs from their cultural background. ✓	Weekly and Bi-monthly	Teacher and Evaluator	Teachers will make weekly check. Evaluator will review materials bi-monthly.

Initial Proposal

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 9

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
(9)-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

See xerox attached 19a

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,3

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
(2)-community representatives to the school
(3)-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends

7-informal meetings open to entire community
8-meetings conducted in both languages
(9)-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

See Xerox attached 19a

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

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1-meetings open to the entire community conducted in both languages
(2)-community representatives to the school
(3)-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
(2)-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 0
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

BILINGUAL PROCEDURES

E. PROGRAM OBJECTIVES: parental involvement in improving education as evidenced by regular daily attendance of pupils and parental assistance to school projects.

A. COMPONENT NAME Community and Parent Involvement D. DOMINANT LANGUAGE Spanish & English

C. GRADE LEVEL Kindergarten

D. NO. OF PARTICIPANTS Parents of 60 children P R O D U C T E. PROGRAM OBJECTIVES: See above

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUTION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
4.1 A group of representatives from the target area will serve as an advisory committee to the bilingual program.	August November February April	Project Director	Director will meet with and record suggestions from advisory group and notify them of program process.
4.2 Parents will demonstrate involvement by assisting with construction of balance beams, puppets, doll clothes, "play dress-up clothes" and preparing and serving refreshments for meetings. At least 60% of the families are expected to be represented for 1 or more meetings or activities.	Monthly	Teacher, Director and Visiting Teacher	Parents will respond to requests by teachers. Logs of attendance and activities performed will be made a part of the director's monthly report.
4.3 The community, through service clubs, will demonstrate participation through provision of refreshments for parent meetings and food and clothing assistance for very needy children.	Intermittently	Director	Log of activities become a part of monthly report
4.4 Parents will assist pupils with language development through assisting with listening activities via portable tape recorders and making of tapes.	Monthly after October	Teacher	75% of the families will supply one 15 minute tape each for practice by May 1.

Proposal

25.2 Project's impact: 25.2 0.

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
(3)-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
(3)-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 N.S.
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2,4
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "